DOCUMENT RESUME

ED 261 198 CE 042 357

AUTHOR O'Connell, Carol
TITLE How to Start a School/Business Partnership. Fastback 226.
INSTITUTION Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO ISBN-0-87367-226-7
PUB DATE 85
NOTE 35p.
AVAILABLE FROM Phi Delta Kappa Educational Foundation, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.75).
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Improvement; Elementary Secondary Education; Organization; Philanthropic Foundations; Planning; *Program Development; *Program Evaluation; *Program Implementation; *School Business Relationship; Vocational Education
IDENTIFIERS *Partnerships

ABSTRACT

The purpose of this practical guide is to increase the awareness of both educators who are responsible for building school partnerships and corporate leaders as to how school partnerships can contribute to education. Kinds of school/business partnerships are discussed, and the services provided by partners are listed. These steps in establishing and maintaining partnerships are then outlined: planning, organizing, implementing, and evaluating. Samples and examples are provided. Organization of an education foundation is also described, and sources of more information on organizing and managing them are cited. An appendix provides a list of corporations or professional organizations involved in partnerships (and their addresses) and a brief description of the activities they sponsor. A bibliography is included. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261198

FASTBACK 226

BEST COPY AVAILABLE

How to Start a School/Business Partnership

by
Carol O'Connell

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Kliewer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Library of Congress Catalog Card Number 85-61795
ISBN 0-87367-226-7
Copyright © 1985 by the Phi Delta Kappa Educational Foundation
Bloomington, Indiana

CE 043 357

CAROL O'CONNELL

Carol O'Connell is director of Elementary Education at Northmont City Schools, a suburb of Dayton, Ohio. Previously she served as director of the Special Projects Section, State of Ohio Department of Education. She received her M.A. and Ph.D. from Ohio State University in curriculum and administration.

O'Connell has also served as adjunct professor at the University of Dayton. She has contributed articles and book reviews to professional journals. She has served as regional vice president for the National School Volunteer Program and on the Board of Directors for the College Reading Association.

O'Connell is currently a vice president of Phi Delta Kappa International and a member of Ohio State University Chapter and the Wright State University Chapter. Through her leadership, Phi Delta Kappa has provided resources for School/Business Partnerships. In her school system, she has initiated the School/Business Partnership program involving all elementary and secondary schools.

Series Editor, Derek L. Burleson

This fastback is sponsored by the University of Arizona Chapter of Phi Delta Kappa, which made a generous contribution toward publication costs.

Table of Contents

Introduction 7

Kinds of School/Business Partnerships 9

What Do Partners Do? 11

How Can Schools Reciprocate? 14

What Are the Benefits of Partnerships? 14

Initiating a School/Business Partnership 16

Planning for the Partnership Program 17

Organizing for the Partnership Program 21

Implementing the Plan 25

Evaluating the Partnership Program 28

Education Foundation Partnerships 29

Appendix 32

Bibliography 34

Introduction

Imagine a corporate scientist leading students in a discussion on robotics or the chief executive officer of a Fortune 500 company serving on a curriculum committee. Imagine NASA providing teaching materials on the space program. Imagine students serving internships with a high-technology company in the community. Imagine having all the resources you need to make the curriculum stimulating and up-to-date. All this and more can happen through school/business partnerships.

In October 1983 President Reagan launched the National Partnership in Education Program. In an effort to recognize the contributions of the private sector to education and to encourage more involvement, President Reagan said:

> I'm issuing a challenge to America to insure our children get the best education they deserve. Let us resolve that every one of our country's public, private and parochial schools and community colleges – all 110,000 of them – will have formed a partnership in education.
>
> This won't be an expensive new government program. It will be human and effective.
>
> I invite all Americans to join me in my commitment to the excellence and quality of education offered to all Americans.

The partnership movement holds the promise of improving education by extending the boundaries of the school and of building better relationships between schools and business. Alliances between schools and the corporate sector can make this happen. In this fastback the focus is on corporate sector initiatives. However, it does not preclude alliances with colleges, universities, government agencies, and private organizations and associations.

Partnerships are not a new idea. Schools have long used parents or members of the community as resource persons on a "come-when-you-can" basis. Usually their contributions are short term and for a single purpose. Schools have also long been involved with local businesses in the area of career and vocational guidance for high school students. These alliances do promote good school-community relations and can serve as the basis for new kinds of partnerships. The new approach to partnerships in education calls for long-term relationships between the private sector and a school district.

The outcomes from such partnerships are increased communication between the business world and the schools, an enriched curriculum that is responsive to the needs of the future, and a broadened base of corporate support to strengthen education. Partnerships are long-term commitments to youth for the support of quality education and the promotion of educational excellence. Initiating and nurturing partnerships with the private sector is a way to regain trust and confidence in education.

Partnerships call for a commitment of time, talent, and skills. For example, PARTNERS, the Spokane (Washington) Public Schools partnerships program, worked with a 10-member, school-corporate committee, which surveyed school personnel and members of the Chamber of Commerce to determine areas of cooperation. This initial effort found 25 companies willing to cooperate in such activities as informal counseling, classroom demonstrations, field trips, internships, equipment sharing, and graphic arts. The results of the assessment provided the foundation on which the partnership program was built.

The purpose of this fastback is to increase the awareness of both educators and corporate leaders as to how school partnerships can contribute to education. It outlines the steps to take in establishing and maintaining partnerships and provides examples of school partnerships in action. It is a practical guide for educators who are responsible for building school partnerships. Corporate leaders also will find it helpful in understanding the reasons for their involvement in schools.

Kinds of School/Business Partnerships

Partnerships are voluntary, long term relationships between the private sector and a school or school district. Partnerships can be whatever the schools and business want them to be. Generally, they fall into four categories: 1) individual school or classroom partnerships involving one business and one school, 2) total district partnerships involving many partners in many schools, 3) partnerships that involve monetary or material contributions to the schools for special projects, and 4) education programs initiated by business and made available to the schools, such as the Ohio History series provided by SOHIO. Regardless of the type of partnership, corporate employees share time, skill, and knowledge in their particular areas of expertise to enrich the curriculum.

One model for school/business partnerships that has caught on is the Adopt-a-School model. Adopt-a-School is an exclusive one-to-one partnership in which a business adopts one school and provides all the resources needed to supplement the curriculum. The Oakland (California) School District Adopt-a-School program has four criteria that a partner company must meet: 1) it does not duplicate an existing program, 2) it is based on the needs of the school, 3) it fits into the learning goals and planning objectives set by the district, and 4) the company makes an informal agreement to a three-year commitment.

Another example of an Adopt-a-School is the Chevron U.S.A., Inc. and Cowan Avenue School in the Los Angeles Unified School District. Chevron has built a math and science center for the K-5 students. And Chevron employees have designed and will be the instructors for a curriculum unit on the prehistoric life of the planet. These are just a few of the activities Chevron is providing.

Although the Adopt-a-School model is a good one, it may limit the number of partnerships, particularly if there are no major corporations located in the school district. Urban school districts generally have an advantage because many of the largest corporations have headquarters in metropolitan areas. Corporations such as Procter and Gamble, Coca Cola, Atlantic Richfield, Mobil, and IBM not only have made commitments to education but have assigned personnel to work with the schools to form partnerships. These corporations are committed to making partnerships work.

Small town and rural school districts may not have easy access to Fortune 500 companies, but they can invite partnerships with local businesses that employ students' parents and relatives. Some rural districts have successful partnerships with the Farm Bureau. Often there is a shopping strip, post office, or fast-food restaurant where a partnership could be formed. In any size community, the local newspaper is a good partner. The *Tulsa World*, for example, provides "Academic Letters" to high achieving students and "Great Teachers" awards to outstanding teachers.

Several governors have launched programs to encourage partnerships. Ohio Governor Celeste's office adopted a suburban Columbus school. Pennsylvania Governor Thornburgh reported that 17 state agencies had adopted schools in the state capital. In South Carolina, Governor Riley's "Move to Quality" program was the basis for the state's Education Improvement Act of 1983, which calls for increased community and business participation in education. Florida's legislature created the Florida High Technology and Industry Council, which encourages the cooperation of government, high technology, business, and industry to provide education and training in technology for the schools.

Some corporations are encouraging employees to volunteer to work in schools. In such programs, the corporation approves release time or flex time. The employee may be matched with a teacher, student, or school administrator and serves as a tutor, instructor, or executive on loan. One bank in Tampa has been providing tutors to a local school for several years. The bank permits employees a late starting time so they can be at the school when it starts up in the morning. Executives on loan have worked with teachers on time management and stress reduction.

What Do Partners Do?

The range of services provided by partners is broad. They can serve as 1) corporate volunteers, 2) mentors, 3) members of task forces or advisory committees, 4) advisors for curriculum development, 5) providers of facilities and services, 6) grantors of awards and incentives, 7) trainers, and 8) initiators of special projects. Each area includes many opportunities. The following list gives examples of what partners can do in the various categories.

Corporate Volunteers:

- Tutor students in the basic skill areas and special academic and technical areas.
- Serve as classroom assistants and guest lecturers.
- Conduct a Junior Great Books session.
- Train students, teachers, and administrators in the techniques of public speaking and making effective presentations.
- Help with kindergarten screening.
- Contribute professional expertise as accountants, attorneys, or medical advisors.
- Serve as translators for foreign students.
- Conduct creative problem-solving seminars.
- Help with fund-raising activities.
- Coordinate tax levy and bond campaigns.

Mentors:

- Stimulate interests in career development activities.
- Develop programs to foster career opportunities.
- Provide facilities and staff to work with students.
- Expand knowledge and skills of gifted students.
- Develop students' positive self-image.
- Provide hands-on opportunities.
- Form Big Sister and Big Brother partnerships.

Members of Task Forces and Advisory Committees:

- Articulate business job expectations to high school graduates.
- Assist with organizing an education foundation.
- Help with fund-raising activities.
- Work with the Chambers of Commerce to foster school partnerships.

Advisors for Curriculum Development:

- Plan curriculum for mathematics, science, high technology, and other subject areas.
- Acquaint curriculum planners with terminology used in business and industry.
- Serve as on-site consultants for subject areas.
- Give presentations on travel, special collections or hobbies, historical topics, and space exploration.
- Generate resource materials.
- Donate equipment and supplies to supplement the curriculum.
- Sponsor inservice activities for computer education and other areas.
- Develop ecological parks and exercise paths on school grounds.
- Provide technical assistance.
- Share software to enable additional learning opportunities.
- Publish school news in company newsletters.
- Assist in preparing news articles, newsletters, and school newspapers.
- Publicize school/business partnerships.
- Sponsor students and teams for special events.
- Sponsor a summer arts festival, computer camps, day camps.
- Evaluate courses of study, curriculum materials, and equipment.
- Develop staff development materials and seminars.

Providers of Facilities and Services:

- Provide employees time to serve on task forces or advisory committees.
- Provide space for teacher and administrator meetings.
- Arrange facilities to accommodate extended-day school programs.
- Plan or host receptions for and with school personnel.
- Display student work in corporate offices and employee work areas.
- Invite school personnel to participate in management and human relations seminars.
- Provide clerical assistance.
- Refurbish school buildings.
- Improve the environment of the school building and grounds.
- Sponsor career day fairs.
- Sponsor Students Against Drunk Drivers (SADD) seminars.
- Include students in amateur theater productions.

- Recommend resource persons to enhance the curriculum.
- Acquaint curriculum planners with future job requirements.
- Display honor students' names on billboards or marquees.

Grantors of Awards and Incentives:

- Provide monetary awards as incentive programs for teache and students.
- Provide summer employment for teachers and students.
- Sponsor special programs to encourage student leadership.
- Establish peer models.
- Recognize citizenship achievements.
- Award outstanding achievement in the sciences, mathematics, technology, and the arts.
- Provide grants, savings bonds, and scholarships.
- Pay memberships in professional organizations.
- Establish a student membership category in professional and trade organizations.
- Sponsor poster or logo contests for various school and community activities.
- Select a student as company executive-for-a-day.
- Provide memo pads, "happy-grams," "good news" notes with school and company logos.
- Pay sabbatical leaves for teachers.

Corporate Trainers:

- Provide consultant services on legal matters and business management.
- Train staff in marketing skills.
- Assist with the school public relations program.
- Provide school office personnel with updated job-related information.
- Train students in leadership skills.
- Send teachers to special meetings relating to their subject area.
- Sponsor study tours and seminars for teachers, administrators, and students.

Initiators of Special Projects:

- Law-Related Education.
- Young Astronauts Program.

- Young Authors Conferences.
- Artists in Residence.
- After School Specials.

The special projects are usually initiated by a corporation or organizations. For instance, NASA initiated the Young Astronauts Program, which is implemented by the United States Air Force through the Young Astronauts Council.

How Can Schools Reciprocate?

School/business partnerships should be reciprocal. Schools should be ready to offer something in exchange for the services or products that corporations provide. However, this is not an expectation of most corporate partners.

One type of reciprocal activity is "loaning" a principal or teacher to help plan an inservice program for a corporation's employees. An example of such a reciprocal arrangement is in the St. Louis Park (Minnesota) schools where two teachers worked with representatives of the Military Avionics Division of Honeywell on staff development training for selected Honeywell employees.

Sometimes teachers of specific subjects will be asked to help employees. In the Northmont (Ohio) City School District, a high school foreign language teacher teaches French to General Motors employees who are relocating in Paris. He instructs them in how to order food, ask for directions, and find the essentials for living in a foreign country.

In a school district in Montgomery County, Ohio, the high school gym is used by employees of a small local business to play basketball. Manual High School in Indianapolis reciprocated by inviting employees and families of the Eli Lilly Company to the homecoming football game. Also, employees were given complimentary tickets to the school's basketball games, and the students prepared a welcome sign for them.

One school district is experimenting with an after-school program for latchkey children of employees of its corporate partner. The school will provide facilities, a teacher supervisor, and high school student aides to work with the children.

What Are the Benefits of Partnerships?

For corporations, the only direct financial benefit for participating in partnerships is a tax deduction for a charitable contribution. However, the value

of a partnership is measured in more than dollars and cents. For employees there is the intrinsic reward of sharing their time and talent to enrich the curriculum and to help students see how what is learned in school relates to the real world. Other benefits to corporations are an enhanced image in the community and a better understanding of the free-enterprise system among youth. There is also the prospect of identifying and recruiting future employees.

For the schools, partnerships bring new resources to enrich the curriculum and keep it up-to-date. Partnerships broaden the base of support, allowing schools to undertake special programs that would not be possible without outside funding and resources. Perhaps most important is that partnerships provide natural channels to communicate to the business community the multiple goals of the schools and some of the problems they face in achieving those goals.

For students, partnerships provide opportunities for career exploration where they gain a realistic view of the world of work and are exposed to models of successful persons in business and industry. Talented students are challenged by activities and projects that utilize their knowledge and skills. And students come to realize that there is much to learn beyond the covers of their textbooks and the walls of their classrooms.

For the community, partnerships convey the idea that education is a joint responsibility and that citizens can play a role in upgrading the quality of the schools. And through citizen participation public confidence in the schools will grow, which in turn will improve teacher morale.

In the final analysis, the outcomes of school/business partnerships cannot be assessed on a profit-and-loss statement. Rather, the assessment will be found in the satisfaction of nurturing young minds toward excellence.

Initiating a School/Business Partnership

School/business partnerships have the potential of being the most visible public relations activity in the community for both the schools and the corporations involved. However, building the partnership takes time. It may take up to a year just to get the idea planted in the consciousness of school and business personnel. It is during this consciousness-raising time that planning and organizing can begin.

Successful partnerships have their genesis at the top administrative levels of schools and corporations. Therefore, the superintendent, board of education, and corporate executives must all be committed to school partnerships. Without the commitment of top management, school partnerships have little chance of success.

In the school district, planning should begin by designating personnel to coordinate the program. If the school district already has a community education, career education, or school volunteer program, a person from one of these programs might be a logical choice as coordinator for the partnership program. For larger school systems, the board might have to hire someone to coordinate the program. Since the coordinator of the school/business partnership serves as the link between the school and the corporate partner, this person should be a good organizer and be able to meet the public and articulate the needs of the school.

The board of education should indicate its endorsement of the partnership program and of the coordinator by adopting a policy statement or resolution. A sample policy statement reads as follows:

> The Board of Education supports the collaboration of our schools with businesses in partnership efforts. Through partnerships, students will gain an education that is beneficial and relevant to becoming productive citizens. Partnerships shall be conducted under the supervision of designated staff appointed by the superintendent and approved by the board. Partnerships shall not be used to endorse the products of a company. Students shall not be exploited by the corporate partner.

With appointment of a coordinator and the adoption of a formal board policy, the school system is ready to begin. Establishing successful partnerships involves four stages: Planning, Organizing, Implementing, and Evaluating. In the following sections, we shall discuss each stage as it applies to the establishment of a school/business partnership program.

Planning for the Partnership Program

Planning a partnership includes defining roles, appointing a task force, developing objectives, orienting school personnel, and conducting a needs assessment. Another part of planning is determining the degree of involvement and commitment by businesses in the partnership.

Defining Roles. The Florida Department of Education has provided a good breakdown of the roles and responsibilities of key participants in a school/business partnership.

- Business Representative: Represents businesses, corporations, or organizations. Provides awareness and information to employees, assists with recruitment, program development, activity development, and public relations. Represents business at all meetings. Meets with the principal.
- Business Employee: Provides services as a classroom assistant, tutor, speaker, or resource volunteer.
- Superintendent: Provides leadership, support, and assistance to the partnerships.
- Task Force: Acts as a leadership and management body to provide guidance, leadership, consistency, continuity, and supervisory advice in the role of a steering committee.

- Principal: Provides leadership, support, and guidance at the school level. Meets with business representatives and school coordinator as well as school staff.

  (from *Guidelines for Business Education and Adopt-a-School Partnerships*, Florida Department of Education, School Volunteer Program)

The coordinator's role is to work with all of the parties above for all phases of the program, including orienting staff, recruiting partners, and evaluating the program. The coordinator is the superintendent's designee to maintain ongoing liaison between the school district and the business partners.

Appointing a Task Force. The task force should include representatives from both the corporate sector and the schools. The superintendent usually invites the persons to serve on the task force, which tends to give a more official sanction to the important work the task force will be undertaking.

In selecting the corporate members of the task force, an attempt should be made to recruit those in executive positions (owner, president, chief executive officer). They should also be persons with a reputation as a leader in the community and with the ability to get things done.

The suburban Northmont (Ohio) City School District has a 16-member task force of business representatives and selected educators. The corporate members include the president-owner of a funeral home, the president of the Jaycees, the manager of a local bank, the managers of McDonald's and Burger King, the vice president for personnel of Ledex Corporation, the owner of an insurance agency, and the mayor. The selected educators include the district superintendent, assistant superintendent for curriculum, directors of elementary and secondary education, the coordinator for public relations, the director of transportation (who brings experience as a former businessman), and two elementary principals in whose buildings partnerships have been implemented.

There are no teachers on the Northmont Schools' task force. However, this does not mean they are not involved. Each school has a principal-teacher team, which meets periodically with the program coordinator to share ideas on how to use partners. These building-level teams work in creative ways to expand current instructional practices beyond the classroom.

The task force's responsibilities are to: 1) explore ways to develop alliances with the private sector, 2) recommend strategies for tapping community

resources and for sustaining alliances, and 3) set the overall direction for the program.

The task force usually meets two or three times a year. The first meeting should be hosted by the school district and held in a setting that conveys an atmosphere committed to quality education. The first meeting should be devoted to defining the goals that can be achieved through cooperative efforts. Also, the corporate representatives can inform the educators about whom to contact, what to ask for, how to ask for it, and the kind of responses to expect. After the first task force meeting, members can begin some informal publicity about school partnerships. Corporate representatives can talk to their network of business contacts; school personnel can speak to service clubs, such as Rotary, Civitan, and Optimist. The more who know about the partnerships the greater are the possibilities for involvement.

Developing Objectives. Once the task force has been established and it has reviewed the goals that can be achieved through partnerships, specific partnership objectives can be formulated. An example of objectives are the following from Cincinnati's Partners in Education Program:

1. To bring business people into a school to work with students, teachers, and administrators on projects that schools feel will be helpful and that business people feel qualified to accomplish;
2. To give students and teachers a realistic picture of the business world and of the preparation students need for success;
3. To supplement classroom studies with relevant learning experiences in business and industry; and
4. To give business people an understanding of the education system: how it works, its strengths, and its problems.

Well-formulated objectives give direction for planning and implementing activities and for the subsequent program evaluation. The wording of objectives should: 1) indicate what needs to be accomplished, 2) explain how it will be done, and 3) identify who will be involved.

Orienting School Personnel. In order for partnerships to thrive, school staff must be oriented to the partnership concept. Principals and teachers must know the what, who, and why of school/business partnerships. An information flier such as the following sample will help in the initial orienting of school personnel.

What Are School/Business Partnerships?

School/business partnerships are a national effort now underway to encourage and nurture alliances with the private sector. Through alliances with businesses, corporations, trade associations, and professionals in the community, we seek to enrich the curriculum and in the process develop better understanding between the schools and business.

Who Are the Partners?

Partners can be recruited from: 1) parents of students, 2) businesses in the community, 3) businesses outside the community that have made a commitment to education, and 4) national projects spurred by President Reagan's private-sector initiatives program.

Why Have Partnerships?

Partnerships are a commitment to youth. Through alliances with schools, partners can help by expanding and supplementing the existing curriculum with their special areas of expertise and by providing a realistic orientation to careers and the job market.

Conducting a Needs Assessment. Once the staff has been oriented, the coordinator should conduct a needs assessment. The purpose of the assessment is to determine how partnerships can best be used to realize the school's objectives. A needs assessment instrument should be brief so teachers can complete it quickly. Below is a sample.

School/Business Partnerships Needs Assessment

Dear Colleague:

As you have no doubt heard, our school system is establishing a school/business partnership program. To ensure that this new program will serve your needs and the needs of your students, we need your input. Would you please take a few minutes to answer the questions below and return this form to the central office.

1. Do you currently use employees from business or industry to supplement your curriculum? _____yes _____no
   a. If yes, specify who is involved and what type of contribution they offer.
      Name of company and contact person *Contribution*
   b. How can their contributions be expanded?
2. What kinds of resources could be supplied through a school/business partnership that would enrich the curriculum?
3. How would you personally benefit from a partnership with a business?

Name _____
School _____
Grade Level and/or Subject_____

The needs assessment instrument should be given to all teachers in the school district. After the information has been analyzed, the results should be shared with teachers.

The information from the needs assessment is a source for potential business partners in the community. Another source is the Chamber of Commerce. Some school districts send a general letter to all businesses in the area asking if they would be interested in participating in a school partnership. Other school districts find it more effective to make personal contacts. Businesses that have ongoing relationships with the schools are good prospects for partners. For example, an architectural firm that designs school facilities has staff who are familiar with the school's needs. Or businesses that hire students on a part-time basis might be willing to set up interview simulations to give students an opportunity to practice interviewing.

Organizing for the Partnership Program

Organizing, the second stage in initiating a partnership, includes compiling a needs list, informing staff, and recruiting and orienting partners.

Compiling a Needs List. The needs assessment instrument described earlier provides information that can be analyzed to compile a needs list. The list

can be set up in the form shown below to show school, grade level, subject, purpose, and possible corporate match. The information on the list can be programmed on the computer so that it can be updated quickly.

Needs List for School/Business Partnerships

School	Grade Level	Subject	Purpose	Match
Northwood	first	Math	Tutor	McDonald's
District	all	Academically Talented	Photography	WPAFB
High School	tenth	Science	Robotics	Monsanto

Informing Staff. The staff must be kept informed about the progress of the partnership program. The coordinator should meet regularly with principals and staff to stimulate interest in partnerships, to establish procedures for contacting partners, and to monitor progress. The principal-teacher building-level teams formed in the planning phase should also be used to keep the staff informed and involved.

Recruiting and Orienting Partners. Recruiting business partners is one area where the task force members can be very helpful. Those members who are business leaders can provide leads to local corporations that might be interested in becoming partners. The superintendent is a member of service clubs whose members include many local business and professional persons. The Chamber of Commerce has been instrumental in helping to establish school/business partnerships in many communities. If the community has been surveyed, there will be businesses waiting to be asked. It is important to follow up with those who have expressed an interest.

In conducting a recruiting search, begin by considering the following questions:

1. What corporations are located in this school district? How large are they? Are they subsidiaries of major corporations?
2. Do any of these corporations have public service programs and thus would be receptive to the school/business partnership concept?
3. What corporations employ parents of students or spouses of school employees?
4. What services and products do corporations offer that might be related to education?

5. Who is the decision maker? Is it the public relations director, the president, the board of directors, or the education director?

By answering these questions, you can begin to develop a prospect list of corporate partners. It is probably best to start with one company to gain experience and confidence. If successful, it will serve as the model for subsequent corporate partners.

Large corporations have a public relations director or an education director whose job it is to foster a positive image of the corporation. These individuals are likely to be receptive when approached for corporate support. For example, it was through such a contact that General Motors Fisher Body Division in Flint, Michigan, provided the Northmont (Ohio) City School District with specially made seatbelts for use in the safety education curriculum in the primary grades. A chair in each primary classroom is equipped with a seatbelt to give children practice in "buckling up for safety." This is an example of a partnership with a business not located in the district.

In dealing with small businesses it is best to approach the president, owner, manager, or board member directly. The most likely candidates are those companies that have demonstrated their commitment to public service. They are the ones that usually have a budget to support the kinds of requests involved in school/business partnerships.

After the initial approach to the company has been made, the company contact person may ask for a request in writing. This should be brief and in a format that the contact person can easily present to a board or committee that makes the decision. If it is possible to meet with the decision maker in person, so much the better. The personal contact provides an opportunity to talk about the needs and perhaps will generate new areas of cooperation. The recruiter should be prepared to sell the partnership concept. It might be helpful to follow a prepared script. The sample script that follows could be adapted for local situations.

Script for Recruiter

What Are School/Business Partnerships?

The School/Business Partnerships concept is part of the National Partnerships in Education Program launched by President Reagan in

1983. In his address on partnerships he issued the challenge "that every one of our country's public, private, and parochial schools and community colleges — all 110,000 of them — will have formed a partnership in education." Partnerships between the schools and businesses will provide resources to supplement the curriculum. The human, material, or financial resources will benefit students, teachers, and administrators as well as corporate personnel.

Partnerships are not new to this school district. Businesses have been cooperating at the high school level for some time. Students have taken field trips to businesses and manufacturing facilities to learn more about how they function. These opportunities need to be expanded to include more students and more employees. We are reaching out to our community for support and help. Partnerships will give you the opportunity to invest in our most valuable resource — our young people.

What Are the School's Goals?

Our goals are: 1) to assist our students in identifying and setting realistic career goals, 2) to develop their skill in achieving career goals, and 3) to develop their self-esteem. To achieve these goals we need members of the community to spend time in the schools sharing experiences and expertise in their occupations and professions.

Where Are Partnerships Needed?

At the elementary level there are currently two programs where partners are needed: 1) The Young Astronauts Program, sponsored by NASA and promoted by the United States Air Force, is a program to encourage young children's interest in mathematics, science, and the space program. Partners are needed to form chapters at each elementary school. 2) For our academically talented students we need partners to sponsor teams for local, state, and national competitions.

At the secondary level there are numerous opportunities for corporate involvement. The junior high school needs judges as well as awards for the annual Science Fair. The high school business classes need various local businesses as resources for career awareness and to provide experiences in interviewing and to practice job skills.

The concept of school/business partnerships may be new to the potential partner, so following a script can set the stage for discussion. A good recruiter also anticipates questions the company representative may ask and is prepared to answer them. Some questions that might arise include:

1. Are school administrators and teachers ready for corporate involvement? What have they done to prepare?
2. What school needs can the company provide?
3. What skills and knowledge can company employees share?
4. Is the company expected to arrange for release time or flex time so employees can go to the schools on company time?
5. How are the company's goals served by involvement with the school partnership?

If the company is not prepared to enter into a partnership at this time, the recruiter should not press the issue. At least, the recruiter has created an awareness. The recruiter should thank the company representative and leave a brochure explaining the partnership program and perhaps a fact sheet on the schools.

During the recruiting stage the task force should be kept informed of the progress. Task force members may be able to suggest other corporations to contact or other approaches to use in recruiting.

Implementing the Plan

Implementation is the third stage of the partnership program and includes establishing channels of communication, preparing a timeline, contacting partners, and monitoring activities and sustaining interest.

Establishing Channels of Communication. Implementing the partnership program first requires establishing internal channels of communication. Clear channels of communication will help dispel potential problems, and frequent communication will keep partners interested. The coordinator has the key role in communication because he or she is the person who has recruited the partners and matched them with schools. The building principal also has an important role once the partnership has been arranged because he or she will be the liaison between the partner and teachers. The complexity of the communication system will, of course, depend on the size of the school district.

Preparing a Timeline. A timeline can aid implementation because it keeps the coordinator on task and identifies who is responsible for the various steps in the planning process. Below is a sample timeline covering a period from January to June.

Timeline for School/Business Partnerships

Task	Person Responsible	Completion Date
Convene task force	Superintendent	January 28
Review needs	Coordinator	February
Find partners	Coordinator	February/March
Orient principals/teachers	Coordinator	March/April
Tour school facilities with partners	Principals	April
Prepare brochure	Public Relations Coordinator	April
Obtain commitment from partners	Coordinator	April 26
Evaluate progress	Coordinator	May
Convene task force to review progress	Superintendent and Coordinator	May 23

Contacting Partners. In the planning and organizing stages, information was compiled on potential partners, and the needs assessment indicated where partners were needed. With this information in hand, the coordinator is ready to contact partners for a specific commitment. It may be that more than one business will be needed to fulfill a partnership. For instance, the Northmont (Ohio) City School District annually sponsors a Young Authors Conference for students in grades K-6 who excel in creative writing. Resources needed for the conference are funds for the honorarium for an author of children's books, prizes, materials, and snacks. The coordinator contacted a corporation specifying the conference's purpose and delineating the needs. The partner provided materials and a cash donation for the conference. Although this corporation is a manufacturer of high-technology equipment, it saw a need to encourage young writers and accepted the commitment to be a partner. Other partners included two fast-food restaurants that provided snacks. In most cases, the resources provided by a business partner are related to its particular line of business. For example, Meditronic and Health Futures Institute of Minneapolis works in the health area. It also focuses on science, mathematics, and working with senior citizens.

Monitoring Activities and Sustaining Interest. Once a partnership is formalized, the principal takes a more active role. If the company has agreed to allow an employee to be at the school on company time to serve as lecturer, tutor, or advisor, the principal should give the employee a tour of the building, introduce him or her to the staff and students, and schedule subsequent visits. If the employee is to be on the school premises for a long period of time, he or she should be informed of the location of the teachers' lounge, coffee areas, and lunch room and be familiarized with the general routine of the building. The employee should be briefed on what to do in case of a fire drill, which requires evacuation of the building. The employee also should have a copy of the building map and the teacher's schedule. Such instructions may seem routine; but for the employee who has not been in a school for a long time, they are important.

Corporate volunteers may feel uneasy in the instructional role interacting with 30 or more students. Teachers can help to quell this uneasiness by reviewing the purposes of the lesson or unit and explaining what the volunteer is expected to do. If possible, try to schedule a classroom observation prior to the volunteer's participation so there is time to plan. Remember that the corporate volunteer is an on-site resource person to supplement the curriculum and is always under the direct supervision of the teacher or principal.

Following are some of the roles the corporate volunteer might serve in the classroom:

1. To provide information on the business (what it produces, whom it serves);
2. To illustrate how classroom learning experiences transfer to the job;
3. To serve as a role model;
4. To bring actual on-the-job experiences to the classroom; and
5. To serve as a link between the schools and business.

In order to sustain interest, partnerships should be given recognition in school newsletters, in local newspapers and letters to the editor, at special luncheons, and at other school functions. School personnel and students should express their appreciation for the services provided by sending thank-you notes and by inviting corporate representatives to academic, social, and athletic functions at school.

The implementation stage is the true test of the planning and organization that has preceded it. If successful, new activities and partners will emerge. Successful partnerships will generate new partnerships.

Evaluating the Partnership Program

The final stage is evaluating the program to assess how well the objectives have been met. The simplest way to conduct an evaluation is to change the objectives into questions and add a few more questions pertinent to the activities. The Spokane (Washington) Public Schools PARTNERS program evaluation asks five questions of its partners:

1. How do you view your present partnership?
2. How could the program be improved?
3. What problems have you incurred?
4. How could the staff better assist you?
5. Do you think rotating partners at some point would be beneficial?

The evaluation should have input from partners, teachers, and administrators. Where appropriate, students should also be asked to evaluate the partners' contributions. From the evaluation, the coordinator should be able to determine which partnerships to continue and which to discontinue and what new partnerships to seek. A good evaluation will show the strengths and weaknesses of the program and serve as the basis for improving the program.

If the stages of planning, organizing, implementing, and evaluating have been carefully executed, the result should be a well-managed program that will impress potential partners. Teachers will be seen as professional educators. Business will be seen as a supporter of education. Public confidence in the schools will rise in the community.

Education Foundation Partnerships

We usually think of foundations in terms of the philanthropic endeavors of such wealthy individuals as Kettering, Lilly, Rockefeller, and Ford. But now it is becoming commonplace for local school districts to have their own education foundations. Such foundations are a form of school/business partnership involving financial contributions from the corporate sector or private citizens. These contributions are deposited in a special account earmarked for special projects, such as scholarships for students, mini-grants for teacher classroom projects, or sabbatical leaves for teachers and administrators for advanced study.

An education foundation is a nonprofit account governed by a local board of trustees, which is independent of the local school board. The five steps in organizing an education foundation are:

1. Develop a statement of purpose.
2. Obtain tax-exempt status as required by the Internal Revenue Service.
3. Adopt articles of incorporation and bylaws.
4. Adopt regulations governing membership, meetings, officers, committees, and other matters.
5. Appoint a board of trustees.

Organizing an education foundation usually starts with an internal school district committee, which drafts a statement of purpose and generates ideas on 1) what a foundation can do that is not possible with general revenue funds, 2) what specific projects a foundation should support, and 3) who are the

influential persons in the community who can organize the fund-raising activities and serve on the board of trustees.

Below are two examples of statements of purpose from education foundations in Oakland, California, and Salt Lake City, Utah.

> The purpose of the Marcus A. Foster Educational Institute in the Oakland Public Schools is to help promote quality public education in Oakland (a) through the development of tax-deductible gift support and (b) through the sponsorship of programs that improve education in the Oakland Schools. It also seeks the participation of volunteers in Oakland Public School programs and projects.

> Funds acquired by the Salt Lake Education Foundation shall be used to support and enhance educational activities and to purchase equipment and materials which cannot be funded from general revenue. The purpose of the Foundation is to supplement and enrich education opportunities, not to replace services provided from tax revenues.

It is usually necessary to obtain the services of an attorney who is familiar with the IRS procedures for filing the tax-exempt forms. Gaining IRS approval may take six months to a year. Articles of incorporation and bylaws must be filed with the secretary of state's office. In some states, it is a requirement to register charitable trusts and foundations with the attorney general's office. The organizing committee should draft the first set of bylaws and begin describing roles and functions of the board. Later, when the board is appointed, its first order of business will be to approve bylaws and adopt the code of regulations.

Tax-deductible contributions can be made in several categories. The Shaker Schools (Ohio) Foundation identifies four categories:

1. Memorial Gifts – funds to honor a deceased relative, friend, or Shaker resident.
2. Outright Gifts – cash or long-term appreciated stocks and securities, often matched by the donor's employer, for specific or general purposes.
3. Deferred Gifts – bequests, charitable remainder trusts, gift annuities, life insurance policies, to be used as specified by the donor.
4. Special Gifts – money to endow a specific subject area or school-related programs.

Specific projects should be identified before undertaking fund-raising activities. Two basic categories of funding are mini-grants for teacher projects

to supplement the curriculum and mini-grants for principals to conduct in-service programs. Examples of projects funded by the San Francisco Education Fund are:

- George Washington High School – supplement humanities course with films to increase visual and written literacy ($1,000)
- West Portal Elementary School – through creative and dramatic expression, a specific group of students improved language skills and personal growth ($900)
- James Denman Middle School – gifted bilingual students developed multicultural and bilingual materials in literature, science, and art ($1,000)

An education foundation can become a partnership involving the total community. The funds available can give school personnel new resources to enhance the curriculum. An education foundation is not difficult to establish as long as the legal process involved in obtaining tax-exempt status is followed.

More information on how to organize and manage a foundation is available from the following school foundations:

Allegheny Conference Education Fund
600 Grant Street
Pittsburgh, PA 15219

Salt Lake Education Foundation
440 East Fifth South Street
Salt Lake City, UT 84111

San Francisco Education Fund
1095 Market Street, Room 719
San Francisco, CA 94103

Marcus A. Foster Educational Institute
1504 Franklin, Suite 103
Oakland, CA 94612

Shaker Schools Foundation
15600 Parkland Drive
Shaker Heights, OH 44120

Appendix
Corporate Sponsored Partnerships

Below is a selected list of corporations or professional organizations involved in partnerships and a brief description of the activities they sponsor. An inquiry from interested educators may be all it takes to spark a relationship.

Burger King Corporation
Executive Offices
P.O. Box 520783
General Mail Facility
Miami, FL 33152

In cooperation with the National Association of Secondary School Principals, Burger King sponsors the Teacher and Principals' Recognition Symposium. It also provides scholarships for employees to continue their education, and local school districts may apply for grants to support innovative programs.

Young Astronauts Council
1015 Fifteenth Street N.W., Suite 903
Washington, D.C. 20005

The Young Astronauts Program encourages interests in mathematics, science, technology, and an appreciation of the space program. Chapters are organized in the individual schools.

The American Bar Association
Special Committee on Youth Education for Citizenship (YEFC)
750 North Lake Shore Drive
Chicago, IL 60611

Teaching Young People About the Law is a program designed to help youth understand how law plays an important part in being good citizens. YEFC

sponsors conferences for teams of lawyers, educators, and other community representatives. The programs demonstrate teaching strategies and present materials on law-related education.

Honeywell, Inc.
Honeywell Plaza
Minneapolis, MN 55408

Honeywell has initiated programs in school districts where the company has a large employee base. Honeywell is involved in curriculum development and special programs for inner-city centers, supports innovative ideas of teachers, and shares expertise in management strategies.

B. Dalton Bookseller
One Corporate Center
7505 Metro Blvd.
Minneapolis, MN 55435

The B. Dalton Adult Literacy Program provides basic skills to adults who cannot read. The emphasis is on increasing literacy services, particularly in using volunteers. B. Dalton Book Stores must be located in the area where the grant is awarded.

The American Council of Life Insurance
Education Services
1850 K Street
Washington, D.C. 20006

ACLI members collaborate with schools by providing instructional materials, teacher education projects, executive in residence, and other curriculum activities related to the insurance industry.

Bibliography

American Council of Life Insurance, Education Services. *A Manual for Developing Successful Projects*. Washington, D.C., n.d.

Britt, Linda, ed. *School and Business Partnerships*. Exemplary Practice Series. Bloomington, Ind.: Phi Delta Kappa, 1985.

Cetron, Marvin. *Schools of the Future: How American Business and Education Can Cooperate to Save Our Schools*. Sponsored by American Association of School Administrators. New York: McGraw-Hill, 1985.

Chamber of Commerce of the United States. *Business and Education: Partners for the Future*. Washington, D.C., 1985.

Chicago Public Schools. *Handbook for the Adopt-a-School Program*. Chicago, 1983.

Clay, Katherine; Hughes, K. Scott; Seeley, James G.; and Thayer, Arthur N. *Public School Foundations: Their Organization and Operation*. Arlington, Va.: Educational Research Services, 1985.

Neill, George. *The Local Education Foundation: A New Way to Raise Money for Schools*. Reston, Va.: National Association of Secondary School Principals, 1983.

Pennsylvania Department of Education. *Partnerships in Education*. Harrisburg, n.d.

Pro-Education: The Magazine About Partnerships with Education. Pro-Education Publications, 5000 Park Street North, St. Petersburg, Fla. 33709. This quarterly presents programs and materials that benefit school/business partnerships.

Seeley, David S., guest editor for special section on school/business partnerships. *Phi Delta Kappan* 65 (February 1984): 383-409.

PDK Fastback Series Titles

3. Open Education: Promise and Problems
7. Busing: A Moral Issue
8. Discipline or Disaster?
10. Who Should Go to College?
13. What Should the Schools Teach?
19. Sex Differences in Learning to Read
20. Is Creativity Teachable?
22. The Middle School: Whence? What? Whither?
26. The Teacher and the Drug Scene
29. Can Intelligence Be Taught?
30. How to Recognize a Good School
31. In Between: The Adolescent's Struggle for Independence
37. General Education: The Search for a Rationale
43. Motivation and Learning in School
44. Informal Learning
46. Violence in the Schools: Causes and Remedies
47. The School's Responsibility for Sex Education
59. The Legal Rights of Students
60. The Word Game: Improving Communications
66. The Pros and Cons of Ability Grouping
70. Dramatics in the Classroom: Making Lessons Come Alive
78. Private Schools: From the Puritans to the Present
79. The People and Their Schools
80. Schools of the Past: A Treasury of Photographs
81. Sexism: New Issue in American Education
83. The Legal Rights of Teachers
84. Learning in Two Languages
86. Silent Language in the Classroom
87. Multiethnic Education: Practices and Promises
88. How a School Board Operates
91. What I've Learned About Values Education
92. The Abuses of Standardized Testing
93. The Uses of Standardized Testing
95. Defining the Basics of American Education
96. Some Practical Laws of Learning
97. Reading 1967-1977: A Decade of Change and Promise
99. Collective Bargaining in the Public Schools
100. How to Individualize Learning
103. Teaching with Film
105. The Good Mind
106. Law in the Curriculum
107. Fostering a Pluralistic Society Through Multi-Ethnic Education
108. Education and the Brain
110. Selecting Instructional Materials
111. Teacher Improvement Through Clinical Supervision
112. Places and Spaces: Environmental Psychology in Education
113. Artists as Teachers
114. Using Role Playing in the Classroom
115. Management by Objectives in the Schools
116. Declining Enrollments: A New Dilemma for Educators
117. Teacher Centers—Where, What, Why?
118. The Case for Competency-Based Education
119. Teaching the Gifted and Talented
120. Parents Have Rights, Too!
121. Student Discipline and the Law
122. British Schools and Ours
123. Church-State Issues in Education
124. Mainstreaming: Merging Regular and Special Education
125. Early Field Experiences in Teacher Education
126. Student and Teacher Absenteeism
127. Writing Centers in the Elementary School
128. A Primer on Piaget
129. The Restoration of Standards: The Modesto Plan
130. Dealing with Stress: A Challenge for Educators
131. Futuristics and Education
132. How Parent-Teacher Conferences Build Partnerships
133. Early Childhood Education: Foundations for Lifelong Learning
134. Teaching about the Creation/Evolution Controversy
135. Performance Evaluation of Educational Personnel
136. Writing for Education Journals
137. Minimum Competency Testing
138. Legal Implications of Minimum Competency Testing
139. Energy Education: Goals and Practices
140. Education in West Germany: A Quest for Excellence
141. Magnet Schools: An Approach to Voluntary Desegregation
142. Intercultural Education
143. The Process of Grant Proposal Development
144. Citizenship and Consumer Education: Key Assumptions and Basic Competencies
145. Migrant Education: Teaching the Wandering Ones
146. Controversial Issues in Our Schools
147. Nutrition and Learning
148. Education in the USSR
149. Teaching with Newspapers: The Living Curriculum
150. Population, Education, and Children's Futures
151. Bibliotherapy: The Right Book at the Right Time
152. Educational Planning for Educational Success
153. Questions and Answers on Moral Education
154. Mastery Learning
155. The Third Wave and Education's Futures
156. Title IX: Implications for Education of Women
157. Elementary Mathematics: Priorities for the 1980s
158. Summer School: A New Look
159. Education for Cultural Pluralism: Global Roots Stew
160. Pluralism Gone Mad
161. Education Agenda for the 1980s
162. The Public Community College: The People's University
163. Technology in Education: Its Human Potential
164. Children's Books: A Legacy for the Young

(Continued on inside back cover)

See inside back cover for prices.

Fastback Titles *(continued from back cover)*

165. Teacher Unions and the Power Structure
166. Progressive Education: Lessons from Three Schools
167. Basic Education: A Historical Perspective
168. Aesthetic Education and the Quality of Life
169. Teaching the Learning Disabled
170. Safety Education in the Elementary School
171. Education in Contemporary Japan
172. The School's Role in the Prevention of Child Abuse
173. Death Education: A Concern for the Living
174. Youth Participation for Early Adolescents: Learning and Serving in the Community
175. Time Management for Educators
176. Educating Verbally Gifted Youth
177. Beyond Schooling: Education in a Broader Context
178. New Audiences for Teacher Education
179. Microcomputers in the Classroom
180. Supervision Made Simple
181. Educating Older People: Another View of Mainstreaming
182. School Public Relations: Communicating to the Community
183. Economic Education Across the Curriculum
184. Using the Census as a Creative Teaching Resource
185. Collective Bargaining: An Alternative to Conventional Bargaining
186. Legal Issues in Education of the Handicapped
187. Mainstreaming in the Secondary School: The Role of the Regular Teacher
188. Tuition Tax Credits: Fact and Fiction
189. Challenging the Gifted and Talented Through Mentor-Assisted Enrichment Projects
190. The Case for the Smaller School
191. What You Should Know About Teaching and Learning Styles
192. Library Research Strategies for Educators
193. The Teaching of Writing in Our Schools
194. Teaching and the Art of Questioning
195. Understanding the New Right and Its Impact on Education
196. The Academic Achievement of Young Americans
197. Effective Programs for the Marginal High School Student
198. Management Training for School Leaders: The Academy Concept
199. What Should We Be Teaching in the Social Studies?
200. Mini-Grants for Classroom Teachers
201. Master Teachers
202. Teacher Preparation and Certification: The Call for Reform
203. Pros and Cons of Merit Pay
204. Teacher Fairs: Counterpoint to Criticism
205. The Case for the All-Day Kindergarten
206. Philosophy for Children: An Approach to Critical Thinking
207. Television and Children
208. Using Television in the Curriculum
209. Writing to Learn Across the Curriculum
210. Education Vouchers
211. Decision Making in Educational Settings
212. Decision Making in an Era of Fiscal Instability
213. The School's Role in Educating Severely Handicapped Students
214. Teacher Career Stages: Implications for Staff Development
215. Selling School Budgets in Hard Times
216. Education in Healthy Lifestyles: Curriculum Implications
217. Adolescent Alcohol Abuse
218. Homework—And Why
219. America's Changing Families: A Guide for Educators
220. Teaching Mildly Retarded Children in the Regular Classroom
221. Changing Behavior: A Practical Guide for Teachers and Parents
222. Issues and Innovations in Foreign Language Education
223. Grievance Arbitration in Education
224. Teaching About Religion in the Public Schools
225. Promoting Voluntary Reading in School and Home
226. How to Start a School/Business Partnership
227. Bilingual Education Policy: An International Perspective
228. Planning for Study Abroad
229. Teaching About Nuclear Disarmament
230. Improving Home-School Communications
231. Community Service Projects: Citizenship in Action
232. Outdoor Education: Beyond the Classroom Walls

This fastback and others in the series are made available at low cost through the Phi Delta Kappa Educational Foundation, established in 1966 with a bequest from George H. Reavis. The foundation exists to promote a better understanding of the nature of the educative process and the relation of education to human welfare.

Single copies of fastbacks are 75¢ (60¢ to Phi Delta Kappa members). Write to Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 **for quantity discounts for any title or combination of titles.**